

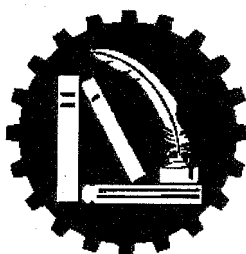
RELEASED ITEMS

Missouri Assessment Program (MAP)

Intermediate Communication Arts

Spring 2000

Grade 7



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Glossary of Terms for the Communication Arts MAP Test

Missouri Department of Elementary and Secondary Education

GRADE 7

FROM TEST BOOKLET

Session 1-Items 1, 2, and 5

“Swimming in Snow” by Diana C. Conway

Session 1-Item 13

“Discovery” by Marion Dane Bauer

Directions

This story is about twin sisters on their way to school. Read the story. Then do Numbers 1 through 5.

MY SISTER, WHITNEY, practiced spelling words out loud while we skied to the school bus stop.

"Courageous. C-O-U-R-A-G-E-6-U-S."

We look just-alike, but she's the smart twin. She won a gold trophy in the spelling bee at Canyon Elementary last year and the year before that, too. I don't win things. Something went wrong with my breathing when we were born, so I have to take special classes in school.

It's a mile from our log cabin to the school bus turnout on Pratt Road. Fresh snow covered the icy ski trail along the top of Bare Mountain. Far below us, the sun was just coming up over Catch Bay and Poot Glacier.

"Accident. A-C-C-I-D-E-N-T."

"Do you think I could ever be in a spelling bee, Whitney?"

She gave me a funny look. "It's not that big a deal."

The tip of my ski caught a snow hole as big as a soup bowl, and I almost fell down. "Look, a moose walked here."

"Moose walk here all the time. See how the willow branches have been chewed off?"

When she waved her ski pole at the willows, a flock of redpolls stopped singing and flew into the air. They had red caps on their heads, just like the one my sister was wearing.

Now that we're in sixth grade, we've stopped dressing alike. We trade off clothes so we have twice as many things to wear. I had on our blue cap the color of Poot Glacier.



Sunny, our golden retriever, plowed the fresh snow with his nose. He smelled like wet mittens drying on the rack over our wood stove. I laughed when he took off after the flock of redpolls. His saddle pack bounced against his fat sides. "He'll shake the milk in our lunchboxes into milk shakes!" I said.

"Stupid old dog," said Whitney. "He's too fat to catch anything."

"Don't call him stupid."

by Diana C. Conway Illustrated by Kim Gorrasi



Session 1

Sunny yipped sharply and shot back toward us. I expected to see him chasing a rabbit or a ptarmigan.¹ Instead, a moose as big as a dinosaur was chasing him. The moose's antlers were so wide they hung over each side of the trail. Someone started screaming. I guess it was me.

Whitney yelled, "Jump, Courtney, jump!"

I threw myself off the mountain as the moose ran past us, chasing Sunny. The deep snow tripped me, my skis and poles flew away, and my ears filled with a terrible roaring noise. I was riding a river of snow straight down the mountain! The right word came to me-avalanche-and the right thing to do came, too. Swim! They told us in school to move our arms like swimming to keep on top of the sliding snow.

I slid down the mountain, trapped in a cold, white world with no up or down, no inside or out. I was a part of everything, and everything was a part of me. Then the falling stopped. I looked up to a pink sky and an orange sun and knew I was still alive.

My chest hurt when I breathed, and my head hurt when I sat up. I was all alone. No moose, no Sunny, and no Whitney. The world was quiet. I couldn't hear even one bird singing.

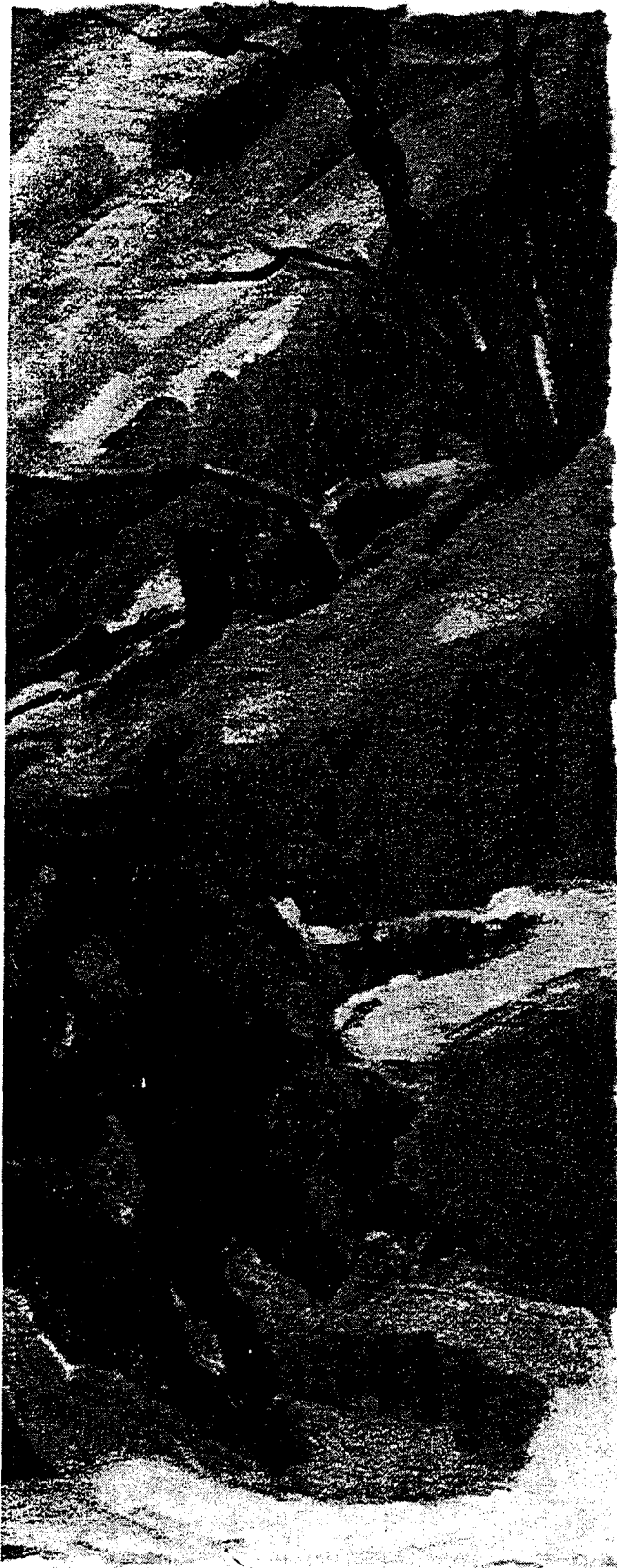
When I wiped the blood off my mouth and stood up, I saw only snow. Not the soft, fresh snow from last night but a tumbled-up mess that had swooshed down the mountain and buried my sister.

"Whitney! Whitney! Whitney!" I picked my way over the icy chunks, calling her name. A black raven flew overhead, breaking the silence with a cold laugh.

A twin is like a part of yourself. I wished I were the one who was lost so she could save me. There was no time to go for help. People can't breathe for long under the snow. I stumbled up the hill, looking for some sign of her.



¹ ptarmigan: a bird of the northern regions having feathered legs and feet



Halfway up the avalanche slide, I saw the tip of one ski pole sticking out. Was it mine? Was it Whitney's? I pulled away blocks of snow with my hands, not even caring that one of my mittens was gone.

I thought I heard Whitney call for help, but it was just Sunny barking. He stood on the ski path above me, afraid to come down.

I called him. "Come, Sunny, come."

Some more snow rolled down the mountain with him, and for a minute I thought: he might start a new avalanche. When he got to me, he washed my scraped face with his warm, wet tongue.

I pointed to the ski pole in the snow. "Here, boy. Dig for Whitney."

Sunny wouldn't help me. He walked back and forth across the hill, nose down in his silly rabbit-chasing way. The snow was packed so hard, I knew there was no way I could dig Whitney out with my hands. Still, I had to try. Why wasn't she here to tell me what to do?

Sunny pulled my hand the way he does when he wants to play, but I pushed him away. He put his tail between his legs and circled a mound of snow, sniffing and whining. He shoveled at it with his front paws, then came back and got in **the** way of my own digging. I yelled at him to leave.

Three times we did the same thing—Sunny pulled me, I pushed him away, and he crawled off to dig in his own place. The raven **landed** beside us. It hopped back and forth, like it wanted to take part in the game.

Then **at last** I understood and rushed to the hole Sunny had started.

"I'm digging in the wrong place, aren't I, boy?"

I remembered the plastic lunchboxes in Sunny's saddle pack. I could use one like a shovel! My icy fingers could hardly move, but somehow I managed



to open a lunchbox and dump out the food. The raven gave a happy squawk and dragged a sandwich away over the snow.

Sunny dug in his hole with his front paws, and I scooped with my open lunchbox. Snow chunks flew all around us. My arms ached, but I couldn't even feel my hands anymore. Sun spots flashed in front of my eyes. We worked for minutes or hours. I'm not good at telling time. All I really remember is the red ski cap and Whitney's brown eyes staring up at me.

She looked dead. Then, as in a dream, her hands pushed upward, and she flashed me a big smile. She had crossed her arms in front of her face when the snow pulled her under. Her hands had made an open pocket for air, and that was how she could breathe under there while she waited for me to save her.

I didn't dig her all the way out myself. I went to the first house on Pratt Road and got the people there to help. They took us to the hospital in their pickup truck, but we only had to stay until Whitney got a cast on her arm.

She missed the spelling bee at school that day. Too bad, because I know she would have won. Sunny and I got our picture in the paper, and I even got a special medal from the governor. I put it on the shelf with Whitney's trophies from the other years.

"You're a hero now," she said. I hugged her tight. Twins don't need words to say the really important things.

Anyway, it was no big deal. She was my sister. How could I not rescue her?





Although the story doesn't say where it takes place, you can still tell a lot about its setting and the weather conditions.

Use descriptions from the story to complete the chart below with examples that describe the story's weather conditions or its setting. Then support your answers with evidence from the story. One has been completed.

SETTING OF "SWIMMING IN SNOW"

| Setting and Weather Conditions | Story Detail |
|------------------------------------|---|
| There is probably a canyon nearby. | The elementary school is named Canyon Elementary. |
| | |
| | |
| | |



In the story, **Courtney** says that if you are caught in an avalanche, the best thing to do is to swim. Why would swimming be helpful in an avalanche? Use details and information from the story in your answer.



5

When Whitney and Courtney were caught in the avalanche, they each knew what to do. Make a poster in the space below to tell others what each sister did. Use details and information from the story in your poster.

**Two Ways to Survive
an Avalanche**



Go On

Directions

This poem describes what one person experiences in a forest. Read the poem. Then do Numbers 9 through 14.

Discovery

By Marion Dane Bauer

I have thought myself a lover
of nature,

rejoicing in the boom and crackle
of storm
from inside my house,

the silent exultation
of snow
flinging itself against the glass,

the tangle of forest
from an asphalt path,

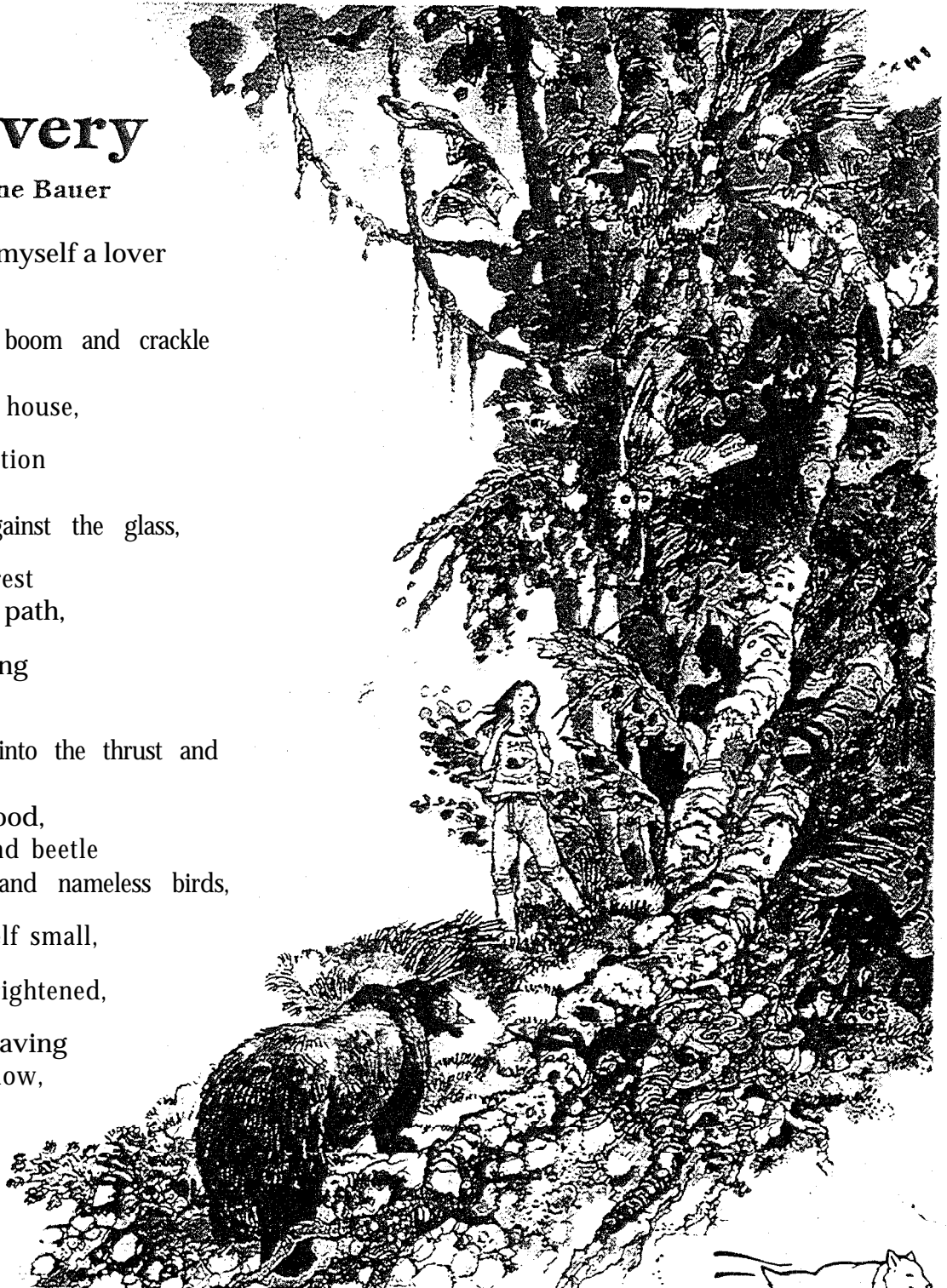
a whale breaching
on a T-shirt.

Then I stepped into the thrust and
decay
of an ancient wood,
home of bear and beetle
and a thousand nameless birds,

and found myself small,

found myself frightened,

found myself craving
house and window,
asphalt paths,
art.



Barry Wilkinson

Go On 

Session 1

13

Describe what the narrator thinks about nature at the end of the poem. Use examples from the poem in your description.



GRADE 7

SCORING GUIDES

Session 1-Items 1, 2, 5, and 13

Session: 1
 Item: 1
 Page: 7
 Content Standard(s): CA2
 Process Standard(s): 3.5

Item 1

Although the story doesn't say where it takes place, you can still tell a lot about its setting and the weather conditions.

Use descriptions from the story to complete the chart below with examples that describe the story's weather conditions or it's setting. Then support your answers with evidence from the story. One has been completed.

SETTING OF SWIMMING IN SNOW

| Setting and Weather Conditions | Story Detail |
|------------------------------------|---|
| There is probably a canyon nearby. | The elementary school is named Canyon Elementary. |
| 1. | |
| 2. | |
| 3. | |

Examples of top score-point responses:

| Setting and Weather Conditions | Story Detail |
|--|---|
| There is probably a canyon nearby. | The elementary school is named Canyon Elementary. |
| <ul style="list-style-type: none"> • They probably live out in the country. • It's snowy where they live. • There is a mountain(s) close to where they live. • There is a bay nearby. • There is a glacier nearby. • There are avalanches there. | <ul style="list-style-type: none"> • "It's a mile from our log cabin to the school bus turnout on Pratt Road" • "Fresh snow covered the icy ski trail.. ." • The trail ran along the "top of Bare Mountain." • The sun was coming up over Catch Bay. • The sun was coming up over Poot Glacier. • The sisters get caught in an avalanche. |
| <ul style="list-style-type: none"> • Any observation about the land or weather that includes an accurate reference to appropriate language in the story. • Any accurate reference to time and/or location. | |

Score Points:

| | |
|----------|---|
| 3 points | Versions of three setting/weather conditions AND three corresponding story details. |
| 2 points | Versions of two setting/weather conditions AND two corresponding story details, |
| 1 point | Version of one setting/weather conditions AND one corresponding story detail. |
| 0 point | Other |

Session: 1
Item: 2
Page: 7
Content Standard(s): CA2
Process Standard(s): 3.7

Item 2

In the story, Courtney says that if you are caught in an avalanche, the best thing to do is to swim. Why would swimming be helpful in an avalanche? Use details and information from the story in your answer.

Examples of a top score-point response:

Moving your hands and arms, as if you were swimming, is a way to try to stay on top of the tumbling snow, so that you are not buried.

Score Points:

1 point Version of the example
0 points Other

Session: 1
Item: 5
Page: 9
Content Standard(s): CA2, CA4
Process Standard(s): 1.5, 2.1

Item 5

When Whitney and Courtney were caught in the avalanche, they each knew what to do. Make a poster in the space below to tell others what each sister did. Use details and information from the story in your poster.

| |
|--|
| <p style="text-align: center;">Two Ways to Survive an Avalanche</p> |
|--|

Example of a top score-point response:

| |
|--|
| <p style="text-align: center;">Two Ways to Survive an Avalanche</p> <ol style="list-style-type: none">1. Move your arms in a swimming motion to keep on top of the sliding snow.2. If the snow pulls you under, cross your arms in front of your face to make an air pocket in the snow. |
|--|

Score Points:

2 points Two examples of ways to survive

1 point One example of a **way** to survive

0 points Other

| | |
|----------------------|-----|
| Session: | 1 |
| Item: | 13 |
| Page: | 15 |
| Content Standard(s): | CA2 |
| Process Standard(s) | 3.5 |

Item: 13

Describe what the narrator thinks about nature at the end of the poem. Use examples from the poem in your description.

Examples of a top score-point response:

- She is surprised at her own feelings.
- She wants to be indoors.
- She does not want to be as close to nature as she thought she did before.
- She is frightened and feels small in the forest.
- She feels more comfortable in her own home.

NOTE: Simply stating that “she loves the sight of nature” receives no credit.

Score Points:

1 point Version of one example

0 points Other

GRADE 7

WRITING PROMPT

Directions

Read the prompt in the box below.

Imagine that you could be a hero for a day. Write a paper describing what you would do and why.

Use the separate paper your teacher has given you for your **prewriting** activity (such as brainstorming, listing, freewriting, clustering, mapping, or drawing). You should use the prewriting activity that you usually use in class to plan your writing. Your prewriting will not be scored.

After you finish your prewriting activity, write the first draft of your paper on the separate paper your teacher has given you. Look back at the prompt and your prewriting activity for ideas.



Directions

Now you have time to revise your draft. Reread your draft and think about the Writer's Checklist below. Check every box that makes a true statement about your draft.

Writer's Checklist



- ☐ My paper has a clear beginning, middle, and end.
- ☐ My paper stays on the topic.
- ☐ My paper flows smoothly from one idea to another.
- ☐ My paper includes details and examples.
- ☐ My paper includes a variety of sentence structures.
- ☐ My paper includes correct grammar/usage, punctuation, capitalization, and spelling.

For every box you did not check, make the necessary revisions on your draft before you write your final copy on Pages 5 through 8.

Writing Prompt**Session 2****Grade 7****4 Points**

The paper:

- Has an effective beginning, middle, and end.
- Uses paragraphing appropriately.
- Contains a strong controlling idea.
- Progresses in a logical order.
- Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.
- Clearly addresses the topic and provides specific and relevant details/examples.
- Uses precise and vivid language.
- Contains sentences that are clear and varied in structure.
- Effectively uses writing techniques (such as imagery, humor, point of view, voice).
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- **Has** a beginning, middle, and end.
- Uses paragraphing.
- Contains a controlling idea.
- Generally progresses in a logical order.
- May use cohesive devices.
- Addresses the topic and uses relevant details/examples.
- Uses language that is usually precise.
- Contains sentences that are clear and show some variety in structure.
- Uses writing techniques.
- Shows an awareness of audience and purpose.
- May contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

2 Points

The paper:

- **Has** evidence of a beginning, middle, and end.
- Shows evidence of paragraphing.
- Contains some sense of direction, but may lack focus.
- May not progress in a logical order.
- At times seems awkward and lacks cohesion.
- Addresses the topic, but may contain some details that are not relevant.
- May use imprecise language.
- Contains sentences that are generally clear, but lack variety in structure.
- May use writing techniques.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

1 Point

The paper:

- May lack evidence of a beginning, middle, and/or end.
- May lack evidence of paragraphing.
- Is difficult to follow and lacks focus.
- Does not progress in a logical order, and may digress to unrelated topics.
- Is awkward and lacks cohesion.
- May address the topic, but lacks details.
- Uses imprecise language.
- Contains sentences that are unclear and lack variety in structure.
- Does not use writing techniques.
- Shows little or no awareness of audience or purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.

Glossary of Terms for the Communication Arts MAP Test

**Published by the Department of Elementary and Secondary Education
November 1999**

Glossary of Terms for the Communication Arts MAP Test

“Addresses the Topic”: Writing that shows a clear relationship between the writing prompt and the controlling idea of the paper.

“Another Word”: A phrase used on the Communication Arts MAP Test instead of the word “synonym.”

Awareness of Audience: Writing for a specific purpose with a specific individual or group in mind (for example, parents, peers, or a group of people who share a particular view of life or opinion).

Cause and Effect: Describes the connection between a cause (or reason) and its effects (or results). A cause makes something occur; an effect is the outcome of the cause.

Chart: Something written or drawn that presents information in an organized, easily-viewed form. Usually includes labels for clarity. A type of graphic organizer.

Classify: To place-persons or things together in a group because they are similar in some way.

Clustering: A form of graphic organizer used to group ideas around a theme, characteristic, category, or word. Clustering is most often used as a prewriting activity to generate ideas, but may also be used to demonstrate understanding of reading. “Webbing” is a related term, and is often used synonymously.

Cohesive Devices: Elements that bind the writing together as a whole. Cohesive devices may include a logical method of sentence arrangement; pronouns that refer to previous sentences; repetition of words, synonyms, or ideas to create an effect; parallel sentence structure; or transitional words such as “first,” “last,” and “also.”

Comparison/Contrast: A process of identifying similarities and/or differences. For example, on the Communication Arts MAP Test, students might be asked to compare the motivations of the main characters from two different passages or to create a graphic organizer to show the differences between the plot lines of two passages.

Constructed Response: Items that require students to supply rather than select an appropriate answer or response. Most constructed response items on the Communication Arts MAP Test require a response with supporting details and/or examples in order to receive full credit.

Controlling Idea: In writing, the implicit or explicit message maintained throughout a piece of writing. “Main idea” is a related term used in reading.

Demonstrate: To describe or explain by use of examples.

Descriptive Language: Language that uses details that appeal to the senses so that a reader may easily imagine how something looks, sounds, feels, tastes, or smells. Often called “sensory details,” descriptive language may be literal or figurative.

Detail: An individual and specific piece of information. In the constructed response portion of the Communication Arts MAP Test, the term “detail” refers to specific text-based support of an answer. Students are also expected to use “specific and relevant details” in their writing in session 2 of the test.

Diagram: A plan or sketch that shows individual parts and their spatial relationships to each other and/or to the whole (for example, directions for assembly). A type of graphic organizer.

Draft (Rough Draft): A preliminary version of a piece of writing. Beginning with the Spring 2000 Communication Arts MAP Test, students will do their rough drafts on their own paper instead of in the test booklet.

Evaluate: To make a judgement of quality based on evidence.

Figurative Language: Writing or speech not intended to be interpreted literally. Figurative language is written or spoken to create a special effect or feeling. Examples include figures of speech such as simile, metaphor, hyperbole, personification, irony, paradox, and oxymoron.

Final Copy: The final version of a piece of writing, created after revision. On the Communication Arts MAP Test, the final copy is the version of the student’s writing that is written into the test booklet.

Freewriting: The process of writing quickly and freely on any topic. Freewriting is often used as a prewriting activity before a more formal drafting process.

Graph: Something written or drawn that shows comparisons or relationships. Common forms include bar graphs and line graphs. A type of graphic organizer.

Graphic Organizer: A visual device for organizing information around a concept, theme, or topic (for example, charts, graphs, Venn diagrams, mind maps, webs, drawings, etc.). On the Communication Arts MAP Test, graphic organizers are given and sometimes partially filled in for 3rd grade students. At the 7th and 11th grade levels, graphic organizers are sometimes given for students to fill in, while at other times students must create and fill in their own organizers.

Holistic Scoring: With holistic scoring, a response is scored based on an overall impression arrived at by the scorer according to specific, written criteria. All criteria

found in the scoring guide are considered equally important. Holistic scoring is used only to score the writing portion of the Communication Arts MAP test (Session 2). The scoring guide used to score this portion of the test is available to all school districts.

Illustrate: To draw pictures, either literally or figuratively.

Label: Identifying different parts of a whole. On open-ended graphic organizers (found at the middle school and high school levels on the Communication Arts MAP test) students are asked to “label [their] graphic organizer[s] appropriately.” Titles, headings, and legends are examples of labels.

Main Idea: In reading, the implicit or explicit message of a written work. “Controlling idea” is a related term in writing.

Mind Mapping: A form of graphic organizer that addresses the different modalities of learners by using illustrations, symbols, colors, and words to represent understanding. Mind mapping may also be used as a prewriting activity.

Mood: The feeling created in the reader by a literary passage.

Narrator: The person or character who is telling the story.

“Opposite”: A term used on the Communication Arts MAP Test instead of the term “antonym.”

Passage: A written work, in part or whole, used as stimulus material for test items.

Performance Event: A problematic situation posed by a prompt that requires multi-step problem solving often supported by explanation. On the Communication Arts MAP Test, the performance event involves writing a paper to a prompt.

Precise Language: Words that clearly express meaning; words that are exact and definite.

Prewriting Activity: An activity used to generate and organize ideas prior to writing. Examples of activities that might be used as prewriting activities include brainstorming, clustering, freewriting, mind mapping, and outlining.

Problem: A question to be considered, solved, or answered.

Revise: To change a piece of writing to improve it in style or content; may include adding or deleting ideas, reorganizing, and correcting mechanical errors.

Scoring Guide: A device used to assess performance based on a list of specific criteria. The term “rubric” is often used instead of “scoring- guide.”

Summary: A condensed version of a story or reading passage that includes the main points of the beginning, middle, and end. On the Communication Arts MAP Test, the words “In your own words.. .” will be used at the elementary level to begin items calling for summary writing. The word “summarize” will be used at the middle school and high school levels.

Text-Based Support: A term used in many of the scoring guides for constructed response items on the Communication Arts MAP Test. “Text-based support” refers to the use by a student of specific details and examples from the reading passage to support his or her answers.

Thesis Statement: A controlling statement to be supported in a piece of writing.

Tone: The author’s attitude toward his or her material, audience, or both.

Topic: The subject of the writing.

Topic Sentence: A sentence that states the main idea of the paragraph.

Venn Diagram: A form of graphic organizer that uses overlapping circles to identify similarities and differences.

Vivid Language: Words that help the reader see, feel, smell, taste, and hear the subject; words that evoke realistic images. See “Descriptive Language.”

Voice: A stylistic effect that allows a reader to identify a writer’s personality through the written word.

Webbing: A graphic organizer that may be used as a prewriting activity to generate many ideas around a concept, theme, or topic, or as a graphic representation of a student’s understanding of his or her reading. “Clustering” is a related term, and is often used synonymously.

Writer’s Checklist: A list of criteria used by a writer to self-check his or her writing to determine revision needs. On the Communication Arts MAP Test, the writer’s checklist precedes the final copy and is a condensed version of the full writing scoring guide used to score the writing portion of the test.

Writing Prompt: One or more sentences that provide the student with a situation or topic about which to write and the directions for the writing. It serves to stimulate a written response from the student. There is no specific answer to the prompt; however, the student’s response should relate to the prompt.